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ABSTRACT

The paper describes the School-Home-Community Program for 12 3-7-year-old hearing impaired children in Miller County and Little River County, Arkansas. Program objectives are noted to include involvement of community agencies and groups in initiating a model program for children with hard-of-hearing handicaps and participation of parents in the home training activities. Sections cover such program components as background information, locale, overall and component objectives, personnel, program activities, target cognitive and affective behaviors, and evaluation. Among conclusions are that extensive location and screening activities have been conducted, but the expected number of preschool children with moderate and severe hearing deficits have not been located; and that it is apparent that parents like the program and are appreciative of the help they are receiving, but all parents are not involved in the education of their child to the extent they should be. (SEH)

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1977-78
FINAL EVALUATION REPORT
SCHOOL-HOME-COMMUNITY SERVICES
FOR 3-7 YEAR OLD HEARING IMPAIRED CHILDREN

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June 30, 1978

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I. BACKGROUND INFORMATION

Providing an education for children with special learning needs has become an important educational issue in recent years. Court decisions and new state legislation are mandating appropriate education for all handicapped children. New emphasis is being placed on early intervention, working with preschoolers both to prevent handicaps and to modify their effect.

Although there are many areas of special education which require immediate attention, children having hearing impairments seem to be a critical area. Children with hard-of-hearing problems remain largely without proper educational attention. In Arkansas, relatively little has been done to provide early childhood programs for the hard-of-hearing. It is estimated that only 10 percent of the children with hard-of-hearing problems are being served in Arkansas, as compared with 20 percent nationally. Presently, there are no facilities available in southwest Arkansas which provide services to hard-of-hearing children.

During the regular session of the 1973 Arkansas Legislature, Act 102 became a law. This law requires school districts to provide special education sufficient to meet the needs of handicapped school-age children in the state within six years or by the 1979-80 school year. This law propels the need for providing educational services for handicapped children in the state.

Because of (1) the lack of programs to serve preschool children with hard-of-hearing handicaps in Miller County and Little River County, Arkansas, and throughout the state, (2) the charge to Arkansas educators through Act 102 of 1973 to provide for the education of handicapped children, and (3) the importance of early intervention to assist preschool children to cope with their handicaps, the Texarkana School District submitted an application for a grant to the Bureau of the Handicapped to develop a model program for providing school-home-community services for 3-7 year old hearing impaired children. The grant was awarded, and this document describes the current operating program and presents a final evaluation report.

II. LOCALE

The School-Home-Community Program for 3-7 year old hearing impaired children is administered by the Texarkana, Arkansas School District but operated throughout Miller and Little River counties in Arkansas. Miller County and Little River County are located in the southwestern part of the state and have a population of approximately 11,191 students or 2.37 percent of the total Arkansas school population. School districts and their individual student enrollment include: Foreman with 765 students, Ashdown with 2,113 students, Winthrop with 262 students, Garland with 212 students, Bright Star with 300 students, Genoa Central with 545 students, Fouke with 722 students, and Texarkana with 6,272 students.

III. PROGRAM OBJECTIVES

The objectives for the overall program and its components are stated below.

A. Overall Program Objectives

1. The project staff will demonstrate ability to involve community agencies and groups in initiating a model program for the children with hard-of-hearing handicaps as indicated by project records. It is expected that records will show that at least 10 different community agencies or groups have provided referrals to project participants.
2. The parents of children in the program will respond positively to the model hard-of-hearing project as indicated by their participation in the home training activities. It is expected that project records will show that all parents are working with their hard-of-hearing child in the home.

B. Component Objectives

1. Identification Component

- a. By the end of May, 1978, the project staff will have located children, ages 3-7, with hard-of-hearing handicaps in the project area. It is expected that 20 such children will be located and that a roster of such children will be available showing name, place of residence, and a description of the severity of the handicapped condition.
- b. By the end of May, 1978, the children who have been found with hard-of-hearing handicaps will have received appraisal services and an evaluation report will be available on them. It is expected that a checklist will show that each participating child's evaluation report contains information about the (a) nature of the handicapping condition, (b) identified needs of the child, and (c) recommendations of types of services and/or activities most appropriate for the child.

2. Instructional Component

- a. The participants in the model program will improve their auditory processing skills and/or language development as measured by appropriate standardized tests. It is expected that the students will show at least a 10 percent improvement from pre to posttest.

- b. The participants in the model program will improve their social skills as measured by the Portage Behavior Checklist. It is expected that the mean number of social skills mastered by the participating students during the 1977-78 school year will be 10.
- c. The participants in the model program will improve their physical movement skills as measured by the motor scale of the Portage Behavior checklist. It is expected that the mean number of tasks mastered at the end of the year will be at least 10 percent greater than the mean number of tasks mastered at the beginning of the year.

3. Parent-Family Component

- a. The parents of children in the model program will demonstrate knowledge of techniques for helping their child at home as measured by feedback questionnaires given at the end of each group training session or by a rating scale given at the end of an individual training session. It is expected that 70 percent of the parents will achieve the objectives of the group training sessions or receive a rating of very good, good, or average at the individual training session.
- b. The parents of children in the model program will display knowledge of referral sources that can provide services to their children as measured by a feedback questionnaire. It is expected that all parents of children in the program will be able to name one or more referral source.
- c. The parents of children in the model program will respond positively to the model preschool program for hearing impaired children as measured by their responses on a feedback questionnaire. It is expected that 70 percent of the responses will be positive.

IV. IDENTIFICATION AND DESCRIPTION OF PROGRAM VARIABLES

The program variables consist of the personnel involved in the program, the process by which the program activities are conducted, and the behavioral changes to be elicited from the participants. These variables for the school-home-community program for three to seven year old hearing impaired children are described in the section to follow.

A. The Personnel Variables

The personnel involved in the program were the students, staff, consultants, evaluator, and the advisory council.

1. Students

The students served in the program are hard-of-hearing children, from ages 3 to 7, residing in Miller and Little River Counties, Arkansas. To be eligible for participation in the program, the participants must meet the standards established by the Special Education Division of the Arkansas Department of Education. This standard states that the hearing impaired child is one who has normal intelligence and relatively flat audiometric contour, an average pure tone threshold of 50 decibels or greater in the better ear for the two frequencies within the 500-2000 CPS frequency range, and cannot profit from normal classroom placement.

The final selection of the children to participate in the program was the primary responsibility of the project staff, dependent upon the permission of the parents.

It was planned to have a total of 20 children in the program. During this program year, 12 children were identified. Of the twelve, 6 are male and 6 are female. The ethnic characteristics showed 6 black and six white. The characteristics of the students are shown in Table 1.

Table 1: THE CHARACTERISTICS OF THE STUDENTS INVOLVED IN THE MILLER AND LITTLE RIVER COUNTIES 1977-78 PROGRAM FOR HEARING IMPAIRED CHILDREN

Name	Age*	Race		Sex	
		White	Black	Male	Female
B.I.	2-9	X		X	
C.I.	4-6	X		X	
S.H.	3-1		X	X	
G.W.	4-10		X	X	
M.C.	7-7		X	X	
G.B.	5-6		X		X
L.S.	6-3	X			X
D.T.	3-9		X		X
H.S.	3-5	X			X
S.M.	4-4	X		X	
C.P.	5-5	X			X
T.J.	3-3		X		X

*Age as of September 1, 1977

2. Project Staff

The project staff consisted of a project director, assistant project director, two teachers, a speech therapist, two teacher aides, and a secretary. The project director provided overall direction to the program and acted as liaison between the school administration and the various coordinating groups related to various project functions. The assistant project director worked with the referral sources, assessment personnel, parents, and teachers. The teachers and speech therapist were involved in the screening process and provided direct services to the parents and students. The aides provided needed assistance to the teachers and students. The characteristics of the project staff are shown in Table 2.

Table 2: THE CHARACTERISTICS OF THE PROJECT STAFF INVOLVED IN THE MILLER AND LITTLE RIVER COUNTIES PROGRAM FOR HEARING IMPAIRED CHILDREN

Name	Position	Sex		Race		Degree	Years of Experience
		M	F	W	B		
Ken Reich	Project Director	X		X		M.Ed.	15
Dona Odom	Assistant Project Director		X	X		H.S.	9
Cherie May	Teacher		X	X		M.A.	2
Jeannie Snodgrass	Teacher		X	X		M.A.	0
Denise Lockett	Secretary		X	X		H.S.	3
Sally Woodman	Speech Therapist		X	X		B.A.	2.5
Nancy Merritt	Teacher Aide		X	X		H.S.	0
Sandra Finley	Teacher Aide		X	X		H.S.	3

3. Consultants

Consultative assistance was provided by Dr. David Rostetter from DEH. Dr. Rostetter is a white male with extensive experience in the early childhood handicapped program area. He also located names of possible other consultants from which the project staff might choose consultative help. Technical assistance and some training was also provided by WESTAR.

4. Evaluator

The evaluator for the project was Dr. Dean C. Andrew of Educational Planning and Evaluation Services located in Magnolia, Arkansas. Dr. Andrew has the doctorate degree in education psychology and has experience in teaching, administration, and program evaluation.

5. Advisory Council

The advisory council was organized, and personnel listed in the proposal were contacted. The groups represented include LEA personnel, university personnel, parents, and personnel from allied professions such as public health, social welfare, mental health, and medicine. The characteristics of the advisory council are shown in Table 3.

Table 3: THE CHARACTERISTICS OF THE ADVISORY COUNCIL INVOLVED IN THE MILLER AND LITTLE RIVER COUNTIES PROGRAM FOR HEARING IMPAIRED CHILDREN

Name	Position	Group Represented
Edward D. Trice	Superintendent of Schools	Public School
J. L. Ussery	Asst. Supt. of Schools	Public School
Mary Sims	School Nurse	Public School
Jane Dodson	Curriculum Specialist	College
Sylvia Lewis	Special Education Dept.	College
Martha Welch	Director	Miller Co. Health Dept.
J. E. Rorie	Pediatrician	Medical Association
Lee Randall	Minister	Ministerial Alliance
Charlie Hood		Parent
Ruby Smart		Parent
Me. and Mrs. Lloyd Ivey		Parent
Addrean Thompson		Parent

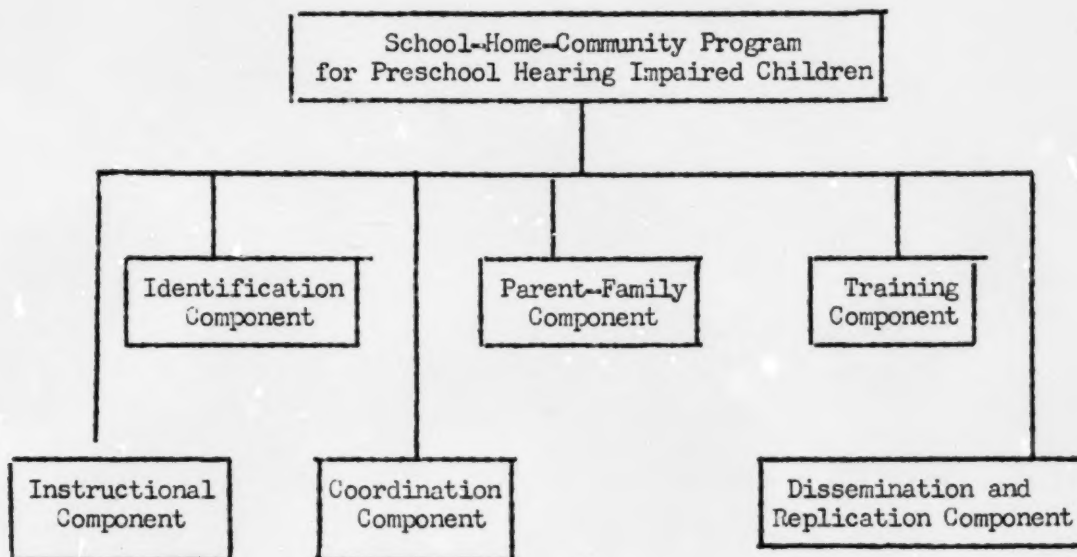
B. Instructional or Process Variables

The instructional or the process variables are those activities and methods used to achieve the program objectives. In the Miller County and Little River County School-Home-Community Program for early childhood hearing impaired children, these variables are the organization, program activities, facilities, and program costs. They are described below.

1. Organizational Structure

The project is designed to provide school-home-community services to preschool children with hearing impairments. The project coordinator was directly responsible to the Supervisor of Special Education who was responsible to the Superintendent of

Schools. The project staff was directly responsible to the project coordinator. Project staff personnel had a cooperative staff relationship with other school personnel in the school system. The figure below shows the program organizational structure for the 1977-78 program and the components involved in the program.



2. Program Activities

Each of the program components will be identified and the major activities that are being conducted will be described.

a. Identification Component Activities

The activities in this component are concerned with locating and evaluating three-to-seven-year-old children with hearing impairments in the target area.

In finding the target children, the project staff contacted various referral sources and oriented them to the project. They sought their assistance in disseminating information about the program and in locating target children. Various governmental agencies, community groups, public schools, private kindergartens, medical personnel and private organizations were contacted. Communication media activities conducted in the child search during the start of the second

year of the program included newspaper ads, radio announcements and TV announcements. Announcements were sent home with children in each of the schools involved, and letters were sent to ministers in the project area. In addition to these contacts, the project staff conducted hearing screening tests for all children in kindergarten and day care centers in all school districts in the target area, Miller and Little River counties. During the 1977-78 school year approximately 1100 five year old children and 200 three and four year old children were screened. When potential hearing impaired children were located, they were referred for evaluation with parent approval.

After the children were located, they were referred for evaluation. The evaluation of the children included the use of psychological tests, vision and hearing tests, medical examinations, and assessment of educational, adaptive behavior, and social functioning skills. Upon completion of the evaluation, an evaluation conference was held involving the parent, project staff, and evaluation specialists. At the evaluation conference, written permission was obtained from the parent to enroll the child in the program.

b. Instructional Service Component

The activities in this component were designed towards fulfilling the needs of the participant as well as providing training activities necessary for preparing the staff to maximize their efforts with the early childhood hearing impaired children. An individual education plan was developed for each child and was based on the evaluation information and from diagnostic information obtained by the teachers. Classroom activities were directed towards improving the child's use of residual hearing and helping the child develop and/or improve lip reading skills, speech and language skills, fine and gross motor skills, and social skills. The instructional content and some of the procedures were taken from the following programs: (1) Santa Clara Developmental Inventory Curriculum; (2) Portage Program for Early Childhood Education; (3) Play It by Ear published by John Tracy Clinic; (4) Sensory Motor Therapy; and (5) The Peabody Language Development Program.

Services were provided the student by two teachers, two teacher aides, and a speech therapist. Children were enrolled in classes located at the Carver Kindergarten campus. The school day ran from 8:30 a.m. to 3:30 p.m., five days a week. It was originally planned to have the students in school only in the morning and have the teachers visit the home in the afternoon. However, home visits in the afternoon were not carried out consistently. Regular kindergarten teachers complained about the short school day of teachers in the preschool handicapped program, so it was decided to extend the preschool handicapped program to 3:30 p.m. Training of parents in the home or at school was conducted as much as possible.

c. Parent-Family Component Activities

The overall purpose of this component was to involve the parents of the hearing impaired children in the educational process. As the project staff screened children for hearing impairments, conferences were held with the parents of potential target students. Consultation services and referral services were provided parents of students whose initial screening indicated a hearing difficulty. The staff made arrangements for parents to take children to an audiologist for a more in-depth hearing check up. After the children were enrolled in the program, parent conferences were held both individually and as a group. Home visits were made to demonstrate learning activities parents could apply at home. Monthly contacts with parents were maintained by telephone, mail, interviews, or personal contact.

d. Coordination Activities with Community Agencies

The activities conducted in coordinating the program activities with services or activities of various community groups included: (1) speaking to various public, private, and governmental agencies, civic groups, school personnel, and parents to tell them about the program; (2) receiving referrals from the above groups; (3) obtaining services from the Texarkana School District such as physical facilities for staff, a part-time secretary, cafeteria services, classroom facilities, equipment, and bus service; and (4) medical personnel cooperating in providing referrals and information about referral students.

Services provided by various community agencies included hearing screenings for Little River County children at the Garland Memorial Hospital and hearing evaluations at Temple Memorial Treatment Center.

An advisory council was organized and meetings were held. The functions of the advisory council were to assist the project staff in planning program activities, to disseminate information about the program, to help obtain referrals of potential target children, and to help in evaluating the effectiveness of the program.

e. Staff Training Activities

The training activities were designed to prepare the staff and the parents of children in the program to be more effective in providing services to the target children. Training activities held during the 1977-78 project year are shown on the following table.

Table 4: TRAINING ACTIVITIES CONDUCTED DURING THE
1977-78 PROGRAM YEAR

Type of Training	For Whom	Where Held	Date Held
Screening training	Teachers- Project Director	Temple Home	8/23/77
Testing training	Teachers- Project Director	Benton, Arkansas	8/31/77
IEP Writing	Teachers	Instructional Center	8/15-19/77
Parent Meeting	Parents of Hard of Hearing Children	Carver School	10/17/77
Faculty Meeting	Faculty of Carver Kindergarten	Carver School	10/18/77
Parent Training	Parents	Carver School	11/15/77
WESTAR Workshop	All staff	Carver School	12/12/77
Advisory Board Meeting	Advisory Board	Holiday Inn	12/6/77
On-Site Visit	Teachers and Project Director	Ruston, La.	2/15/78
Pre-Linguistic Workshop	Teachers and Project Director	Little Rock, Ark.	2/18-3/2/78
Deaf/Blind Workshop	Teachers	Little Rock, Ark.	3/1-2/78
Preschool Hearing Impaired Workshop	All Staff	Hope, Ark.	3/17/78
WESTAR Workshop	All Staff	Instructional Center	3/20-22/78
On-Site Visits	Teachers	Nashville, Tenn.	4/3-5/78
Deaf Awareness	Family Living Classes	Texas High, Texarkana	5/1-3/78
Curriculum Orientation	Parents and Advisory Council	Carver School	5/9/78
WESTAR Workshop	All Staff	Carver School	5/15-16/78

f. Dissemination and Replication Activities

During the first operational year, dissemination activities were primarily limited to telling various groups and individuals about the program. This was particularly true in child search activities. During the current year these activities were continued, as articles were placed in newspapers, announcements about the program were made on area radio stations, letters and program information were disseminated to local churches and referral sources, and a TV program was presented concerning the project.

A brochure describing the program was developed and distributed to various schools, community groups, and to people requesting information about the program. Presentations about the program were made at professional meetings, education fairs, community groups, high school classes, and Texarkana Area Society for Hearing Impaired (TASHI). Copies of dissemination material are found in Appendix B.

3. Facilities

The project staff was housed in the Instructional Center of the Texarkana Public Schools. The classroom facilities to be utilized in the project were located in The Texarkana Public School System. The program was located at Carver Kindergarten, 2300 Preston Street, Texarkana, Arkansas.

4. Program Costs

The funds for operating the project came from federal and local funds. Local funds included monies provided by the state as well as local education agency funds. The project budget is shown below.

Budget Category		Time Committment	Requested Federal Funds	Local Funds
I. <u>Personnel</u>				
	Director	20%	-0-	\$6,000.00
110-A	Assistant Director and Travel	100%	\$12,500.00	-0-
210-A	Speech Therapist	100%	10,000.00	-0-
210-B	Teachers (2)	100%	20,000.00	-0-
210	Secretary	100%	5,400.00	-0-
210-C	Teacher Aides (2)	100%	7,500.00	-0-
240	Evaluator	10%	3,000.00	-0-
	Fringe Benefits	18%	10,512.00	-0-
<u>Consultants</u>				
410-A	Medical	2 days	800.00	-0-
410-B	Speech & Hearing	15 days	2,000.00	-0-
410-C	Psychological	5 days	500.00	-0-
230-C	Staff Training	20 days	1,500.00	-0-

(continued on next page)

Budget Category	Requested	
	Federal Funds	Local Funds
II. <u>Other Project Costs</u>		
1230 Equipment	4,000.00	-0-
130-B Supplies & Materials	2,400.00	-0-
130-A Staff Travel	6,500.00	-0-
Pupil Transportation	-0-	750.00
910 Food Service	388.00	-0-
610 Communications	2,000.00	-0-
Evaluation & Diagnostic Services	-0-	2,750.00
Space	-0-	5,500.00
TOTAL PROJECT COSTS	\$89,000.00	\$15,000.00

C. Behavioral Variables

Both cognitive and affective behaviors were of concern in the project. The cognitive behaviors involved in the project were: (1) children's improvement in their auditory skills, social skills, and physical movement skills; (2) parents' knowledge of referral sources, and helping techniques; and (3) the project staff's ability to locate hearing impaired children, to arrange for evaluating such children, and to coordinate project activities with other community agencies and programs.

The affective behaviors of concern in the project were the positive responses of parents toward the program, the attitude of parents toward their hearing impaired child, and the positive responses of various groups in providing referrals and supportive services to the project participants.

V. THE PLANNED EVALUATION

The evaluation plan was designed to answer the following questions:

- A. Can a model program for hearing impaired preschool children be implemented involving the school, home, and community?
- B. Does a program of early intervention with hearing impaired children provide an opportunity for the children to remain in the mainstream of the regular educational program?
- C. To what extent can the program objectives be achieved in relation to selected predetermined standards based on baseline information and/or opinions of project personnel?

The evaluation design summary charts found in the Appendix contain the program objectives, measuring instruments, and the data collection procedures for the overall program and each program component.

VI. EVALUATION FINDINGS

In reporting the evaluation findings, the objectives will be stated and then the evaluation information will be presented. This pattern will be followed for each objective.

A. Overall Program Objectives

Objective 1: The project staff will demonstrate ability to involve community agencies and groups in initiating a model program for the children with hard-of-hearing handicaps as indicated by project records. It is expected that records will show that at least ten different community agencies or groups have provided referrals to project participants.

An examination of the project records at the end of the program year indicated that the community agencies or groups in Table 5 provided referrals to the Preschool Hard-of-Hearing Program.

Table 5: SOURCES OF REFERRALS OF HARD-OF-HEARING CHILDREN TO THE PRESCHOOL HANDICAPPED PROJECT

<u>Group or Agency</u>	<u>No. of Referrals</u>
Temple Memorial Home	6
Local Ministers	2
Local Doctors	3
Day Care Centers	9
Miller County Social Services	2
Local Education Agencies	40
Little River Private Church Kindergarten	4
Headstart - Wilton	6
Office of Deaf & Hearing Impaired	1
Arkansas Resource Center	1
Twxarkana Area Society for the Hearing Impaired	1
Total Number of Agencies = 11	75

Data in Table 5 shows that 75 hard-of-hearing children were referred to the Preschool Handicapped Program by various community agencies and groups. Local education agencies referred the greatest number of children - 50 percent of all children referred. Project records show that while numerous agencies and groups were involved in some way in the program, eleven actually referred hard-of-hearing children. This number exceeds the criterion established in Objective 1 thus achieving the objective.

Objective 2: The parents of children in the program will respond positively to the model hard-of-hearing project as indicated by their participation in the home training activities. It is expected that project records will show that all parents are working with their hard-of-hearing child in the home.

The need for parental participation in the program for hearing impaired children was stressed. Training sessions were held for parents showing them methods to be used to teach their child at home, and close contact was maintained between home and school to insure that maximum cooperation was effected and all available services were obtained for the children. The table below shows the number of personal contacts staff members made with parents other than telephone calls and letters.

Table 6: SUMMARY OF PERSONAL CONTACT MADE WITH PARENTS OF STUDENTS IN THE PRESCHOOL HANDICAPPED PROGRAM

Initials of Program Participants	No. of Contacts
SM	9
MS	14
LS	5
CP	2
MC	2
B and CI	11
GB	5
SH	12
GI	2
DT	3
TJ	4
Total No. of participants = 12	69

The information in Table 6 shows that 69 personal contacts were made with parents where training took place or other help was given to them relative to their handicapped child's problems. The number of contacts ranged from fourteen to two and involved parents of all students enrolled in the program. Objective 2 was achieved.

B. Identification Component Objectives

Objective 1: By the end of May 1978, the project staff will have located preschool children, ages 3-7, with hard-of-hearing handicaps in the project area. It is expected that 20 such children will be located and that a roster of such children will be available showing name, place of residence, and a description of the severity of the handicapping condition.

Throughout the 1977-78 school year screening was conducted in Miller and Little River counties to locate preschool children with hearing losses that would hinder their progress later on in a regular educational program if they were not given special help. Approximately 1300 children were screened. Those meeting the hearing loss criterion for eligibility for the preschool hard-of-hearing program were given in-depth evaluations. Table 7 gives information on children found to be eligible for the program, and Table 8 gives the sex and race characteristics of the children and their location within Miller and Little River counties.

Table 7: CHILDREN MEETING ELIGIBILITY CRITERIA FOR PARTICIPATION IN THE PRESCHOOL HARD-OF-HEARING PROGRAM

Initial of Child	Place of Residence	Age at Entrance Yrs-Mos	Severity of Handicapping Condition
G.B.	77 Pinehurst Texarkana, AR	5-0	severe to profound loss
G.W.	2305 Washington Texarkana, AR	4-5	moderate loss
M.C.	2119 E. 10th Texarkana, AR	7-2	moderate loss in left ear, severe loss in right ear
D.T.	Box 384 Wilton, AR	3-4	severe to profound loss
C.P.	Rt. 4 Box 384-D Texarkana, AR	5-5	mild loss speech delayed
B.I.	1022 Fairview Texarkana, AR	2-9	speech delayed, parents deaf

(continued on next page)

Table 7 (continued)

Initial of Child	Place of Residence	Age at Entrance Yrs-Mos	Severity of Handicapping Condition
C.I.	1022 Fairview Texarkana, AR	4-6	speech delayed, parents deaf
S.M.	2005 E. 47th Texarkana, AR	4-4	mild to moderate hearing loss
M.S.	Rt. 2 Box 244 Doddridge, AR	3-5	severe to profound loss
S.H.	35 Cleveland Texarkana, AR	3-2	severe language delayed, restricted left ear mobility
T.J.	33 Ferguson Texarkana, AR	3-3	unilateral hearing loss-speech delayed
L.S.	32 Broadmoor Texarkana, AR	6-7	Restricted mobility for each ear, speech delayed

Table 8: THE CHARACTERISTICS OF THE STUDENTS INVOLVED IN THE SCHOOL-HOME-COMMUNITY PROGRAM FOR HEARING IMPAIRED CHILDREN

School District	Sex				Race			
	Male		Female		Black		White	
	No.	%	No.	%	No.	%	No.	%
Bright Star			1	8.33			1	8.33
Graland								
Genoa Central			1	8.33			1	8.33
Fouke								
Ashdown			1	8.33	1	8.33		
Winthrop								
Foreman								
Texarkana	6	50	3	25	5	41.7	4	33.3
TOTAL	6	50%	6	50%	6	50%	6	50%

The data in Table 7 shows that ten of the twelve children in the preschool hard-of-hearing program live within the city of Texarkana. The remaining two children are from small towns near Texarkana. One town is in Little River County and the other is in Miller County. The children's ages ranged from two years, nine months to seven years, two months at the time they entered the program. The mean age at entrance was four years, four months. The handicapping condition of ten of the children ranged from moderate to profound hearing loss in one or both ears. The remaining two children, who are brothers, are speech delayed. Both parents of these children are deaf, and the children suffer from lack of exposure to the spoken word in early childhood.

Table 8 shows that the racial distribution is 50 percent each of black and white. The sex distribution is also balanced with 50 percent boys and 50 percent girls.

Objective 1 of the Identification Component placed the criterion level at 20 students to be located during the 1977-78 program year. With 12 students enrolled, the project fell short of attaining this objective.

Objective 2: By the end of May 1978, the children that have been found with hard-of-hearing handicaps will have received appraisal services and an evaluation report will be available on them. It is expected that each participating child's evaluation report will contain information about the a) nature of the handicapping conditions, b) identified needs of the child, and c) recommendations of types of services and/or activities most appropriate for the child.

Children with identified hearing handicaps were located throughout the 1977-78 school year. Appraisal services were subsequently rendered and their needs diagnosed by competent authority. Appraisal consisted of an audiologist evaluation and a psychological examination. Medical examination of the children was also made during the 1977-78 school year. Records maintained by the assistant director of the hard-of-hearing program indicate that information shown in Table 9 was available for the identified students.

Table 9: THE EXTENT THAT COMPREHENSIVE EVALUATION INFORMATION IS AVAILABLE ON EACH PARTICIPATING CHILD

Initial of Child	Extent Individual Education Plan is Completed							
	Child Descriptive Data		Child Assessment Data		Program Delivery Model		Support Services	
	Yes	No	Yes	No	Yes	No	Yes	No
TJ	X		X		X		X	
IS	X		X		X		X	
GW	X		X		X		X	
MC	X		X		X		X	
SH	X		X		X		X	
GB	X		X		X		X	
DT	X		X		X		X	
BI	X		X		X		X	
CI	X		X		X		X	
LS	X		X		X		X	
SM	X		X		X		X	
CP	X		X		X		X	

Table 9 shows that the twelve students enrolled in the Preschool Hard-of-Hearing program received appraisal services that identified the handicapping condition of each child, assessed their needs, and recommended the services each needed. This evaluation report fulfills the condition of Identification Component Objective 2.

C. Instructional Component Objectives

Objective 1: The participants in the model program will improve their auditory processing skills and/or language development as measured by the appropriate standardized tests. It is expected that the students will show at least a 10 percent improvement from pre to posttest.

To measure this objective several different measuring instruments were used based on the appropriateness for the child's capabilities and age. Each child was given a pretest before commencing program activities and a posttest on the same instrument at the end of the school year. Three children's auditory processing skills were measured in the Santa Clara Inventory of Developmental Tasks. The Children's Speech Reading Test was used on three other children. Three more children were tested on the McDonald Deep Test of Articulation.

Two children who were tested on one of the above tasks were also tested on the Goldman-Fristoe Test of Articulation. Results of these tests are given in Table 10.

Table 10: SUMMARY OF IMPROVEMENT IN AUDITORY PROCESSING SKILLS BY HARD-OF-HEARING CHILDREN

Test	Initials of Child	Tasks Mastered		Percent of	
		Pre	Post	Difference	Improvement
Santa Clara	CP	3	6	3	100
Inventory of	MC	3	5	2	67
Developmental	LS	3	7	4	133
Tasks					
Children's	DT	3	6	3	100
Speech Reading	GB	2	4	2	100
Test	MS	3	5	2	67
<u>Percent Correct</u>					
McDonald	CP	78.9	78.9	0.0	0
Deept Test of	CI	64.4	78.9	14.5	23
Articulation	SH	56.7	62.2	5.5	10
<u>No. of Errors</u>					
Goldman-	MC	31	10	21	67
Fristoe Test	LS	30	29	1	3
of Articulation					
Mean rate of improvement					60.9

Information presented in Table 10 indicating improvement in auditory processing shows the number of tasks mastered in pre and posttests for the Santa Clara Inventory of Developmental Tasks and the Children's Special Reading Tests. Pre and posttest data on the McDonald Test of Deep Articulation shows the mean percentage correct on nine subtests. The Goldman-Fristoe Test of Articulation gives pre and posttest numbers of errors made.

In all test information the difference in pre and posttest achievement and the percent of improvement are shown. The data indicates that the rate of improvement in auditory processing ranged from 0 to 133 percent with two children not attaining the desired gain. The mean rate of improvement was 60.9 percent which far exceeded the criterion set in the objective.

In addition to the above specific testing, each child in the Hard-of-Hearing program received pre and post measures of language development on the Portage Behavior Checklist. Test results are shown in Table 11.

Table 11: SUMMARY OF HARD-OF-HEARING CHILDREN'S
IMPROVEMENT IN LANGUAGE DEVELOPMENT
ON THE PORTAGE BEHAVIOR CHECKLIST

Child's Initials	Number of Tasks Mastered		Difference	Percent of Improvement
	Pre	Post		
MC	47	69	+22	47
LS	9	26	+17	189
CI	41	64	+23	56
SM	15	40	+25	167
TJ	9	15	+ 6	67
SH	13	24	+11	85
GN	36	58	+22	61
BI	31	44	+13	42
DT	8	19	+11	138
GB	17	39	+22	129
IS	8	25	+17	213
CP	13	20	+ 7	54
Mean	20.6	36.9	16.3	79

Data in Table 11 shows that all students in the Hard-of-Hearing program mastered more tasks on the posttest than they did on the pretest using the section of the Portage Behavior Checklist measuring language development. Only two children did not master 10 additional skills. The rate of improvement was at least 42 percent, while the mean percent of improvement was 79.

Instructional Component Objective 1 was achieved.

Objective 2: The participants in the model program will improve their social skills as measured by the Portage Behavior Checklist. It is expected that the mean number of social skills mastered by the participating students during the 1977-78 school year will be 10.

To measure the extent to which this objective was achieved, the Portage Behavior Checklist was administered to each child upon entry into the program and again at the end of the school year. The checklist includes a hierarchy of 83 tasks in the socialization subsection. Pretest scores indicated the number of tasks the child was able to perform before commencing instruction. The posttest score indicates the number of tasks he or she had mastered at the end of the year. Table 12 shows the test results and the rate of improvement for each child and for the program as a whole.

Table 12: SUMMARY OF STUDENTS' IMPROVEMENT IN SOCIAL SKILLS BY
HARD-OF-HEARING CHILDREN ON THE
PORTAGE BEHAVIOR CHECKLIST

Child's Initial	Number of Tasks Mastered		Difference	Percent of Improvement
	Pre	Post		
MC	6	13	+ 7	117
LS	6	9	+ 3	200
CI	25	34	+ 9	36
SN	9	21	+12	133
TJ	3	8	+ 5	167
SH	15	26	+11	73
GW	13	28	+15	115
BI	29	36	+ 7	24
DT	15	27	+12	80
GB	19	40	+21	111
MS	15	27	+12	80
CP	8	10	+ 2	25
Mean	14	23	10	71

The data in Table 12 show that all students mastered more social skills at the end of the program than at the beginning. The number of skills learned ranged from 2 to 21. Six or 50 percent of the students did not master 10 additional skills; however, the mean number of tasks mastered was ten. Objective 2 of the Identification Component was achieved.

Objective 3: The participants in the model program will improve their physical movement skills as measured by the Santa Clara Inventory of Developmental tasks and by the Callier-Azusa scale. It is expected that the mean number of tasks mastered at the end of the year will be at least 10 percent greater than the mean number of tasks mastered at the beginning of the year.

The Callier-Azusa Scale was replaced by the motor subsection of the Portage Behavior Checklist as a means of measuring Objective 3. Pretest scores indicate the number of tasks in a hierarchy each child was able to perform upon entrance to the program. The posttest scores show the number of tasks in the hierarchy the child could master at the end of the year. Table 13 shows the pre and posttest scores for each child, the difference or number of tasks learned during the year, and the percent of improvement.

Table 13: SUMMARY OF HARD-OF-HEARING CHILDREN'S IMPROVEMENT IN MOTOR SKILLS ON THE PORTAGE BEHAVIOR CHECKLIST

Child's Initial	Number of Tasks Mastered		Difference	Percent of Improvement
	Pre	Post		
MC	22	29	+ 7	32
LS	3	7	+ 4	133
CI	29	44	+15	52
SM	18	29	+11	61
TJ	18	28	+10	56
SH	20	35	+15	79
GW	17	41	+24	141
BI	23	32	+ 9	39
DT	33	47	+14	42
GL	57	76	+19	33
MS	31	46	+15	48
CP	9	14	+ 5	56
Means	23.3	36.7	12.3	52.8

The data presented above show that all hard-of-hearing children improved their motor skills during the 1977-78 program year. The range of tasks mastered was from 4 to 24 with a mean of 12.3. The mean rate of improvement in motor skills was 52.8 percent thereby achieving Objective 3 of the Identification Component.

D. Parent-Family Component

Objective 1: The parents of children in the model program will demonstrate knowledge of techniques for helping their child at home as measured by feedback questionnaires given at the end of each group training session or by a rating scale given at the end of an individual training session. It is expected that 70 percent of the parents will achieve the objectives of the group training sessions or receive a rating of very good, good, or average at the individual training session.

The teachers in the preschool handicapped program worked with parents of the participating hard-of-hearing children to show them ways of helping the children at home. The teacher demonstrated the technique to be used, observed the parent performing the activity, then graded the parent on their performance.

Additional parent-training took place in group training sessions; however, the turnout for the sessions was limited, and no feedback questionnaire was given to measure the extent of knowledge gained on the part of the parents.

Teachers' ratings of parents on the individual training sessions is shown in Table 14.

Table 14: SUMMARY OF RATINGS MADE BY TEACHERS ON PARENTS' TECHNIQUES FOR TRAINING CHILDREN

Rating	No. of Parents Receiving Rating	%
Very good	24	56
Good	7	16
Average	8	19
Poor	4	9
Total	43	100

Data in the above table shows that 43 training sessions were held with parents. Teachers rated 91 percent of the parents' performances very good, good, or average. Objective 1 of the Parent-Family Component was achieved.

Objective 2: The parents of children in the model program will display knowledge of referral sources that can provide services to their children as measured by a feedback questionnaire. It is expected that all parents of children in the program will name one or more referral sources.

At the end of the 1977-78 program, a parent meeting was held during which the parents were asked to complete a questionnaire indicating their knowledge of referral sources that provided services to handicapped children. They were to list the agencies, the services each agency provided, and tell if they thought the agency could help their child.

Nine parents attended the meeting and completed the questionnaire. All parents named at least one agency; five parents named two or more agencies. Since some of the parents of the program participants did not attend the meeting or complete a questionnaire, it could not be determined if this objective was achieved.

Objective 3: The parents of children in the model program will respond positively to the model preschool program for hearing impaired children as measured by their responses on a feedback questionnaire. It is expected that 70% of the responses will be positive.

To determine parental response to the preschool program for hard-of-hearing children, a questionnaire was developed consisting of seven positive statements pertaining to the preschool handicapped program. Parents were asked to respond to each statement by choosing one of four answers that best expressed the way they felt about the program. The choices were (1) all of the time, (2) most of the time, (3) some of the time, and (4) none of the time. The items on the questionnaire and a summary of parents' responses are shown in Table 15.

Table 15: SUMMARY OF PARENT RESPONSES TO THE PRESCHOOL HANDICAPPED PROGRAM ON A FEEDBACK QUESTIONNAIRE

Item	All of the time		Most of the time		Some of the time		None of the time	
	No.	%	No.	%	No.	%	No.	%
1. The class has been helpful to my child.	9	100						
2. There is someone in the class I feel free to talk to.	9	100						
3. The class helps me to understand my child.	9	100						
4. The teachers care how my child feels	9	100						
5. The visits to my home by the teachers are helpful.	9	100						
6. The teachers show respect for my child.	9	100						
7. The people in the class respect me.	9	100						
Total	63	100						

Nine questionnaires were completed by parents, represented 8 of the 12 families having children in the program. This indicates that 67 percent responded. Those nine persons indicated 100 percent positive response to each of the statements on the questionnaire. This objective was achieved.

VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary

The following table summarizes the evaluation findings for the Preschool Hard-of-Hearing Program.

Table 16: SUMMARY OF EVALUATION FINDINGS

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved	
					Yes	No
Overall						
Obj. 1	Project Records	Referrals made by 10 agencies	Project Staff	Referrals made by 11 agencies	X	
Obj. 2	Project Records	All parents working with child at home	Parents of children enrolled	All parents working with child at home	X	
Identification Component						
Obj. 1	Roster	20 children located	Project Staff	12 children located		X
Obj. 2	Evaluation Report	a) handicapping condition b) identified needs c) recommended service	Students in program	a), b), and c) for each child in program	X	
Instructional Component						
Obj. 1	Santa Clara Inventory or other measure of auditory processing skills	Mean posttest score 10 percent higher than mean pretest score	Students in program	60.9 percent improvement on 4 tests 79 percent improvement on Portage test	X	
Obj. 2	Portage Behavior Checklist-socialization subtest	Mean number of tasks mastered-10	Students in Program	Mean number of tasks mastered - 10	X	

(continued on next page)

Table 16 (continued)

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved	
					Yes	No
Instructional Component (con.)						
Obj. 3	Portage Behavior Checklist - motor sub-test	Mean no. of tasks mastered on posttest 10 percent higher than pretest	Students in program	52.8 percent more tasks mastered on posttest than on pretest	X	
Parent-Family Component						
Obj. 1	Feedback Questionnaire or rating scale	70 percent of parents with rating of average or better on rating scale	Parents	91 percent of parents with rating of average or better	X	
Obj. 2	Feedback Questionnaire	All parents will name one or more referral source	Parents	9 parents named at least one referral source. Questionnaire not completed by 13 parents.	Partially	
Obj. 3	Feedback Questionnaire	70 percent mean positive responses	Parents	9 parents completed questionnaire - 100 percent positive	Partially	

B. Conclusions

From the evaluation findings, the following conclusions are made:

1. The project is serving the needs of 12 children with hearing difficulties in a two county area.
2. Extensive location and screening activities have been conducted, but the expected number of preschool children with moderate and severe hearing deficits have not been located.

3. The instructional services provided the participants during the 1977-78 school year (second project year) are much more structured and effective than those offered during the first project year.
4. While the children's instructional objectives concerning the auditory processing, language development, social, and motor skills were all successfully achieved, there were individual students who need additional help to attain the desired achievement level. The social skills area was where the greatest number of children failed to make the desired gain.
5. It is apparent that parents like the program and are appreciative of the help they are receiving, but all parents are not involved in the education of their child to the extent they should be. This component is probably the weakest part of the whole program.
6. The instructional procedures are now beginning to become stabilized, and the staff needs to receive additional training in the procedures.

C. Recommendations

The following recommendations are made and based on the conclusions:

1. The project should be continued, and consideration should be given to making the services available to other counties contiguous to Miller County. This cooperative regional endeavor is the most likely way to help meet the needs of hearing impaired children in a rural area.
2. The excellent child search activities conducted during the past year should be continued to locate new children with hearing impairments. Consideration should be given to arranging for "spot TV" announcements about the program. Such announcements should be on a regular basis throughout the school year.
3. It is recommended that the teachers carefully analyze the needs of students, especially in the social skills area, who failed to attain the desired instructional improvement. Special attention should be given to these students.
4. The project staff should seek information on ways to more effectively involve the parents in the program. Technical assistance personnel might be contacted to provide help in this concern.
5. Continuous staff in-service training should be held to internalize the chosen instructional procedures.
6. It is recommended that the staff continue to develop dissemination materials and expand their dissemination activities. The SEA should be contacted and help solicited from them in this effort.

APPENDIX

Evaluation Design Summary Charts

OVERALL PROGRAM
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The project staff will demonstrate ability to involve community agencies and groups in initiating a model program for the children with hard-of-hearing handicaps as indicated by project records. It is expected that records will show that at least 10 different community agencies or groups have provided referrals to project participants.	Project Records	Throughout the project	Number of community agencies or groups providing	Community agencies	Throughout the project	Project Staff
2. The parents of children in the program will respond positively to the model hard-of-hearing project as indicated by their participation in the home training activities. It is expected that project records will show that all parents are working with their hard-of-hearing child in the home.	Project Records	Throughout the program	Number of parents working with their children at home	Parents of participants in program	Throughout project	Project Staff

IDENTIFICATION COMPONENT
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. By the end of May, 1978 the project staff will have located preschool children, ages 3-7, with hard-of-hearing handicaps in the project area. It is expected that 20 of such children will be located and that a roster of such children will be available showing name, place of residence, and a description of the severity of the handicapped condition.	Roster	May, 1978	Name of child, place of residence, severity of handicap	3 & 4 year old hard-of-hearing children in the project area	Throughout the year	Project Staff
2. By the end of May, 1978, the children that have been found with hard-of-hearing handicaps will have received appraisal services and an evaluation report will be available on them. It is expected that a checklist will show that each participating child's evaluation report contains information about the (a) nature of the handicapping condition, (b) identified needs of the child, and (c) recommendations of types of services and/or activities most appropriate for the child.	Checklist of data on evaluation report	Checklist is already available	Information on nature of handicapping condition, needs of the child	3 & 4 year old hard-of-hearing children in the project area	Throughout the year	Project Staff

INSTRUCTIONAL COMPONENT
EVALUATION DESIGN SUMMARY CHART
1977-78

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The participants in the model program will improve their auditory processing skills as measured by the Santa Clara Inventory of Developmental tasks and by the Callier-Azusa scale. It is expected that the mean number of tasks mastered at the end of the year will be at least 10 percent greater than the mean number of tasks mastered at the beginning of the year.	Santa Clara Inventory and The Callier-Azusa Scale	Already Available	Information will be collected on auditory memory, auditory perception, visual memory, visual perception, and language development	Participants in the program	Pretest Oct. 1977 Post Test May, 1978	Project Staff
2. The participants in the model program will improve their social skills as measured by the Portage Behavior Checklist. It is expected that the mean number of social skills mastered by the participating students during the 1977-78 school year will be 10.	Portage Behavior Checklist	Already Available	Data on various social skills	Participants in the program	Pretest Oct. 1977 Post Test May, 1978	Project Staff

INSTRUCTIONAL COMPONENT
EVALUATION DESIGN SUMMARY CHART
1977-78

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The participants in the model program will improve their physical movement skills as measured by the Santa Clara Inventory of Developmental tasks and by the Callier-Azusa scale. It is expected that the mean number of tasks mastered at the end of the year will be at least 10 percent greater than the mean number of tasks mastered at the beginning of the year.	Santa Clara Inventory and The Callier-Azusa Scale	Already Available	Information will be collected on visual motor performance, motor coordination, and motor development	Participants in the program	<u>Pretest</u> Oct., 1977 <u>Post Test</u> May, 1978	Project Staff

PARENT-FAMILY COMPONENT
EVALUATION DESIGN SUMMARY CHART
1977-78

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The parents of children in the model program will demonstrate knowledge of techniques for helping their child at home as measured by feedback questionnaires given at the end of each group training session or by a rating scale given at the end of an individual training session. It is expected that 70 percent of the parents will achieve the objectives of the group training sessions or receive a rating of very good, good, or average at the individual training session.	Feedback Questionnaire	Prior to each training session	Various techniques for helping hard-of-hearing children at home	Parents of participants in the program	At the end of each training session	Project Staff
2. The parents of children in the model program will display knowledge of referral sources that can provide services to their children as measured by a feedback questionnaire. It is expected that all parents of children in the program will name one or more referral sources.	Feedback Questionnaire	March 15, 1978	Knowledge of referral sources	Parents of participants in the program	May 1978	Project Staff

PARENT-FAMILY COMPONENT
EVALUATION DESIGN SUMMARY CHART
1977-78

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The parents of children in the model program will respond positively to the model preschool program for hearing impaired children as measured by their responses on a feedback questionnaire. It is expected that 70% of the responses will be positive.	Feedback Questionnaire	March 15, 1978	Positive and negative responses towards the program will be collected	Parents of participants in the program	May 1978	Project Staff